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ABSTRACT

The principles and procedural guidelines of the "Precise Early Education for Children with Handicaps" (PEECH) family involvement program are described in this training manual for teachers and parents of preschool handicapped children. Principles of the PEECH approach for involving families in teaching skills to their children are grouped as Positive, Flexible, or Individualized tenets. To clarify the direction of the individual family program, a Family Involvement Planning Guide is included which offers goals and related activities designed (1) to help parents improve parenting skills and (2) to help family members become better teachers of their children. Also included are: sample newsletters, a resource bibliography for parents and staff, a list of books for parents on activities and ideas for play, a list of books for children, a list of cassette tape topics about children for parents, instructions on tape script writing, a list of teaching methods for presenting lessons, and samples of procedures and forms that can be used for planning and documenting contacts and obtaining feedback on the effectiveness and usefulness of the activities in which family members have been involved. (Author/SE)

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FAMILY INVOLVEMENT

PS 010279

Merle B. Karnes and Barbara Franke

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TABLE OF CONTENTS

		Page
I.	INTRODUCTION	2
II.	PRINCIPLES GUIDING A FAMILY INVOLVEMENT PROGRAM	6
III.	ESTABLISHING INVOLVEMENT GOALS	12
	Appendix III-A: Family Involvement Planning Guide	16
IV.	PLANNING INVOLVEMENT ACTIVITIES	22
	Appendix IV-A: Sample Newsletters	34
	Appendix IV-B: Bibliography for Parents and Staff	41
	Learning Through Play	47
	Book List for Young Children	50
	Appendix IV-C: Sample Cassette Tape Topics	54
	Tape Script Writing	57
	Appendix IV-D: Methods To Be Used In Presenting Lessons	61
V.	EVALUATION/RECORD KEEPING	63
	Appendix V-A: Sample Evaluation Forms for Individual Involvement Activities	73
	Appendix V-B: Confidential Parent Questionnaire	76

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Many individuals have contributed in a variety of ways over a period of several years to the development of the Family Involvement manual. However, the concentration of effort which has culminated in the present manual began in the summer of 1976. The following individuals all made significant contributions to the development of the present product: Marie Lara, Elayne Tiritilli, Patricia Folland, Anna Marie Bergman, Charles Lee and Charles Plummer. The cover design is the work of Cynthia Mohrman.

Many thanks to each and every person who had a part in developing and refining this manual. Hopefully, many teachers will find the information useful and inspiring as they work with families of preschool handicapped children.

Merle B. Karnes, Ed.D.
Director of PEECH Project

FOREWORD

In July of 1970, the Institute for Child Behavior and Development at the University of Illinois received a grant from the Federal Bureau of Education for the Handicapped (BEH) to develop and demonstrate a model program for "Precise Early Education for Children with Handicaps" (PEECH). The project is an extension of our work with preschool disadvantaged children during the 1960's. The first three years of the project focused on development and refinement of the model. The second three-year cycle focused on dissemination activities primarily in the State of Illinois. In November of 1975, the Joint Dissemination Review Panel confirmed that PEECH is one of seven programs which has had a significant effect on the children served and is therefore worthy of national replication.

Since 1976, PEECH has been providing technical assistance to public schools, Head Start, day care, universities, and private agencies interested in replicating the PEECH model. Currently replication sites are located throughout the United States and demonstration classrooms are maintained at the University of Illinois.

All programs which adopt the PEECH model follow eight basic principles. These are: 1) a carefully structured learning environment, 2) individualization based on stages of child development, 3) precision planning and evaluation, 4) a low teacher-pupil ratio, 5) emphasis on language development, 6) consistent use of positive reinforcement, 7) the use of paraprofessionals as teachers, and 8) the involvement of family members in the educational process.

A major outcome of the PEECH Project has been the completion of a variety of materials designed to aid classroom teachers and parents of preschool handicapped children. These materials have been compiled into two manuals--Classroom Planning and Programming and Family Involvement. These materials are applicable for use with preschool children as well as those who have special educational needs.

We are committed to the premise that the earlier we identify and program for children with handicaps the greater the chances that each child will develop his true potential. Nationwide programs for preschool handicapped children are developing and expanding. Hopefully the products developed by the PEECH Project will aid teachers beginning to serve or striving to better serve preschool children with special educational needs.

Merle B. Karnes, Ed.D.
Director of PEECH Project

INTRODUCTION*

*Adapted from "What Research and Experience Tells Us About Parent Involvement and Its Effects Upon Child Growth," Merle B. Karnes, 1978.

It's pretty well known that:
What you give is what you get.

If you're a teacher
or a social worker
or a psychologist
who communicates wishy-washy
feelings to families, you're
likely to get wishy-washy
feelings in return.

If you're a teacher
or a social worker
or a psychologist
who communicates critical
feelings to families, you're
likely to get critical
feelings in return.

If you're a teacher
or a social worker
or a psychologist
who communicates warm,
loving, golden feelings
to families, you're likely
to get warm, loving, golden
feelings in return:

and parents
and children
and staff

will change
and grow
together....

Adapted from: Transactional Analysis for Moms and Dads by Muriel James

Family involvement is considered to be an essential component of the PEECH Project. Since the project began in 1970, families have been involved in the education of children enrolled in PEECH classrooms. As project staff have observed the benefits for children, families and staff alike, their commitment to working with families has strengthened. Likewise, family involvement in other early childhood special education programs has significantly increased in recent years. As family involvement programs have developed, research has been conducted which confirms the belief that involvement programs are beneficial. Research has concluded that involvement of parents in the education of their children facilitates maintenance over time of gains made by the children. Uri Brofenbrenner, (1974)[1] a professor at Cornell University, Ithaca, New York, makes a plea for parent involvement and points out how gains of the children in programs "wash out" if parent involvement is not a part of the program. Since the development and maintenance of skills in preschool handicapped children is the purpose for the existence of early childhood special education programs, it is evident that families must be involved. The implications of research and experience is clear--family involvement is no longer a "nice extra" but is an essential component for all exemplary early childhood special education programs.

Although the benefits of involving families in the educational process has been established, some professionals are still reluctant to involve families. Unfortunately, the feeling that parents have little to contribute to the educational program is not an uncommon attitude. If professionals convey to family members that their involvement is not wanted or appreciated, many family members will most certainly reflect this attitude by not involving themselves. This and similar attitudes have certainly hindered the development of family involvement programs.

Programs which are committed to family involvement are often faced with another problem--the preparation of staff members to effectively work with family members. Staff members must be given an opportunity to acquire the skills and knowledge necessary for working with family members through ongoing in-service training. A program staff committed to working with families and well trained to do so certainly has the potential to develop an effective family involvement program.

There are several steps a program must follow when planning the family involvement component. First, staff members must discuss their attitudes about working with families. This discussion should include the type of relationship the staff wishes to have with family members and the assumptions they feel are necessary to make to assure program success. These assumptions should then be developed into a list of principles which will guide the implementation of all aspects of family involvement program. The staff should also determine the approach they wish to use for establishing goals for each family member's

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[1]Brofenbrenner, U. A report on longitudinal evaluations of preschool programs (Vol. 2) Is early intervention effective? Washington, D.C.: Department of Health, Education and Welfare, 1974.

involvement and the type of activity options that will be offered for working towards the goals. The PEECH staff firmly believes that family members must be involved in selecting the purpose for and type of their involvement. Just as each child had individual needs so does each family member. Therefore, a family involvement program must be individualized and program staff must be willing to work with family members in flexible ways to assure individual needs are met. Finally, the program staff must develop a system for evaluating the type, extent and effectiveness of the involvement program.

Once the program staff has determined the principles and procedures (goals, involvement activities and evaluation) which will be used in implementation of the family involvement program they should be written into a Family Involvement Program Plan. This plan should guide the planning and implementation of all involvement activities. The need for a consistent approach to family involvement by all staff members is obvious.

The following sections of this manual describe the principles which guide the PEECH family involvement program, and the procedures used for establishing involvement goals, planning involvement activities and evaluating program effectiveness.

PRINCIPLES GUIDING A FAMILY
INVOLVEMENT PROGRAM*

*Adopted from Basic Assumptions Underlying the Family Involvement Program, Dr. Merle B. Karnes, 1976

PRINCIPLES GUIDING FAMILY INVOLVEMENT

The way in which family involvement is approached certainly reflects the attitudes the program staff has about working with families. When developing a family involvement program, one of the first activities a staff must engage in is a discussion of their attitudes. Next, the program staff should discuss and agree upon a set of principles which will guide all aspects of the family involvement program. These principles should reflect the type of relationship the staff wishes to have with family members and the assumptions they feel are necessary to make if the family involvement program is to be successful. It is important that all staff members adopt these principles as a basis for working with family members. Both the development and implementation of the family involvement program should reflect each staff member's commitment to these principles.

Following are the principles that guide the implementation of the family involvement component in the PEECH Project. These principles are organized under three headings which describe the PEECH approach for involving families--Positive, Flexible and Individualized.

The Approach is Positive

1. Parents are interested in the growth of their handicapped child and would like to acquire new or improved skills in promoting the child's growth.

It is important for professionals to approach parents positively, conveying to them a belief that they are sincerely interested in their being a partner with school personnel in promoting the growth of their handicapped child. Professionals must demonstrate a willingness to give time and energy to helping parents learn more effective ways of interacting with their child.

2. Family members can learn improved skills for working with their handicapped child.

Those persons who have been successful in involving family members in an educational program are convinced through experience and research findings that parents can improve their parenting skills. It is well documented that improved skills of parents and other family members can result in increased progress of the child.

3. The more success family members' experience in involvement activities the more involved they will become.

Feedback on successes and for improvement is important for the continued enthusiasm and effort of family members. The more successful a family member is in an involvement activity, the more he will become involved not only in this activity but in other activities as well. This is due in part to the confidence and satisfaction gained as a result of successful experiences. On the contrary, failure encourages discomfort and avoidance behavior.

4. Parents can effectively work in a classroom setting where their own child is enrolled.

At one time educators were reluctant to have a parent working in their child's classroom. Experience has taught us that a parent can teach in the classroom in which his child is enrolled without interfering with the teaching-learning process. In fact, the process can be enhanced. In order to participate as a teacher in his child's classroom, the parent must acquire some basic and appropriate teaching skills and must be ready for this type of participation. It is the role of the professional staff, together with input from the parent, to determine readiness of the parent for direct teaching in the classroom.

5. As parents acquire knowledge and skills that enable them to be active and successful participants in their child's educational program they will become less dependent on professionals for help and support.

A goal of the family involvement program is to help parents acquire knowledge and skills that will enable them to become increasingly independent of the professionals when working with their handicapped child and when making decisions regarding his welfare. This independence is especially important in the role parents assume as facilitators of their child's development.

6. Parents will apply the techniques and methods learned while participating in the education of their handicapped child to other members of the family.

What is learned in the educational program for the preschool handicapped child may be equally successful when used with other family members. For example, positive reinforcement encourages continuation of appropriate behaviors--this applies to any age person. Likewise, when the parent recognizes the important role language plays in the development of the preschool child, she may also be prompted to enhance the development of improved language skills in her other children.

7. As parents become knowledgeable and skillful they will be able to work with other parents of handicapped children.

Parents of a handicapped child can be very effective in working with other parents of handicapped children. In fact, in some instances it is more meaningful for a parent of a handicapped child to provide information and share experiences than it is for a professional to provide the assistance. Consequently, in some programs parents are recruited to work with other parents who have preschool handicapped children in the program.

The Approach is Individualized

1. Family members will involve themselves to a greater degree if professionals demonstrate sincere respect for them.

It is essential for professionals to approach each and every member with genuine respect. No matter how different the family members' goals, values and practices are from the school's, the professionals must accept the right of the individual to feel and act the way he does. Only when professionals convey this respect will family members feel comfortable and willing to involve themselves in the program. When good rapport is established based on mutual respect, family members will become more open and willing to learn new and more appropriate ways of fostering the development of the child.

2. Family members will involve themselves most when they are approached as individuals rather than as a group.

Each family member, as is true of each child, has individual needs, interests, and skills. An approach which matches an individual with an involvement activity where success is possible, and in which he feels comfortable is

an approach which encourages involvement. Parents should not be expected to fit into a mold. The program staff must recognize individual differences among family members and must consider these whenever planning involvement activities for each member. To expect all parents to attend a group meeting on a subject which is not relevant or does not meet the needs of all the parents in the group is not individualizing family involvement.

3. Parents will become more involved and supportive of the program when they participate in decision making.

Parents are no different than anyone else in that they like to have a voice in what they do, how they do it, and when they do it. In other words they want to participate in decision making. It is no wonder parents don't come to group meetings and listen to a speaker who is talking about a subject they do not see as relevant to the education of their child or to themselves. If parents play a part in decision making they will have a greater commitment to involving themselves in an activity and seeing to it that the activity is successful. Parents should also be involved in making decisions concerning goals for their children since they know them best and are expected to be involved in their education.

4. Family members will involve themselves most when their training is specific and when they can see some direct applications.

If a professional expects family members to follow through with suggestions, they must be specific rather than global. For example, to tell a parent the child is lagging behind in language and that she should stimulate the child's language development is far too global. On the other hand, if the parent is given specific suggestions as to how to help the child label familiar objects, then the parent will know what to do and will more likely follow through.

If the teacher would like the parent to help the child acquire improved self-help skills, she must plan with the parents which self-help skills should be concentrated on first and should then break these skills into teaching-learning steps so that the parent will know exactly and specifically what to do first, second, third, etc. Simply telling the parent, "You need to help your child become more independent in helping himself," is not helpful. Parents are likely to be reluctant to teach some things to their child because of fear of doing the wrong thing. Professionals can allay these fears by being more specific.

5. Family members will involve themselves most in an educational program if they receive support, encouragement and feedback which lets them know how they are doing.

It is pretty discouraging for a family member to work with the child day after day and to never receive support, encouragement or feedback on what they are doing and how well they are doing it. Recognition of successes is essential

for parents to continue to put forth an effort. If the family member is using an incorrect or ineffective technique, it is important that they get feedback on this. The feedback should help the family member modify the technique or a new technique should be suggested so that success is possible. Failure can cause family members to become discouraged and consequently disinterested in working with the educational program.

The Approach is Flexible

1. Family members will involve themselves most when the program staff works with them in flexible ways.

In an individualized family involvement program, family members will be working on a variety of goals. Individualization requires staff to be flexible since they are not establishing the same expectations for all family members. Staff members must be able to respond to each family members' needs as the needs change. Flexibility is also required when an involvement activity is not successful. Rather than putting blame on the family member, the staff must search for alternative methods that will be successful or must be willing to change direction completely.

2. Family members will find time to become involved in the educational program of the child when the involvement is meaningful.

Family members must feel that the participation is worthwhile both from the standpoint of meeting their own needs, interests and desires and from the standpoint of the growth of their child. If, when working in the classroom, a family member is only given the tasks of cleaning up spilled milk, dusting the books, straightening chairs, and putting toys away, he will likely view the involvement as a waste of time and will feel he is not making a significant contribution. On the other hand, if a family member sees that game-oriented activities which enhance language development of the child pays off in terms of helping the child express his needs and feelings, he will likely conduct such activities.

3. As the discrepancy between the goals and values of the school and home increases, the need for flexibility in programming will become greater.

Professionals often find that family members who have the same values and standards as the school are willing and eager to involve themselves in the various aspects of the educational program. If on the other hand, a family member does not value early childhood education, has difficulty accepting their child's handicap and promotes dependence of the child, he may be reluctant to involve himself in the program. It is the responsibility of school personnel to work with family members in ways that will encourage the goals of the two to grow closer together. As this happens, family involvement in the educational program is likely to increase.

ESTABLISHING INVOLVEMENT GOALS

INTRODUCTION

Every program should have general goals for their family involvement component (e.g., to establish involvement goals for all parents of children enrolled in the program or to provide individualized services to family members). Stating program goals helps to clarify the general direction of the program. There should also be specific goals for each family member (e.g., to increase knowledge of behavior management techniques). Establishing specific individual goals with each parent is useful for program staff members and parents alike. It helps parents to reflect on how they can improve general parenting skills as well as how they can acquire specific skills which will help them to nurture the development of their handicapped child. Working with the school staff may be one of the few situations in which parents are challenged in the parent/teacher role and are given the support and guidance they need to grow as parents and "teachers." The goal setting process is also useful to the program staff in that it gives needed direction during the phase of planning specific involvement activities.

When parents and staff members mutually determine and agree upon involvement goals they are establishing expectations of themselves and of each other. Parents are acknowledging to themselves and to the program staff a need and desire to develop new skills in specific areas. Parents should be able to expect that the program staff will give them the assistance they need to develop the new skills. The program staff should be able to expect that the parents will put forth the effort necessary to acquire these skills. The program staff is committing themselves to organize and/or conducting activities for skill development. When both the program staff and parents approach the goal setting process with these expectations and with commitment, the family involvement program will certainly flourish and the children will ultimately benefit.

PREREQUISITES TO ESTABLISHING INVOLVEMENT GOALS

Plans for family involvement should be based on the parent's concerns about the child's development and other interests or concerns they may have that indirectly affect their child or their ability to work with their child. The principle that family members are more likely to be involved in the educational program when the involvement is meaningful directly relates to the procedure of establishing goals and should be considered throughout the process. This principle reinforces the need to obtain information relating to concerns and interests the family member has which may directly or indirectly relate to the child and his development. The procedures of establishing involvement plans will be more successful if the two conditions discussed in the following section exist.

Before any involvement activities begin, including establishing goals, the staff must have a good rapport with the family members and the family members must have a thorough understanding of program services.

Acquainting Family Members to the Program

Family members should become familiar with the specific components and services of the educational program early in the year. This orientation should include information on the general program services that are available (speech/language, psychological, occupational therapy, etc.) and specific information on the classroom in which the child is enrolled (schedule, why room is arranged the way it is, how children learn through play, how and why materials were selected and are used, etc.). Information about the program can be shared through speakers at group meetings, individual conferences, newsletters or other printed material, cassette tapes and slide presentations. Staff members or other parents may acquaint "new" parents to the program.

Developing Rapport

Program staff should make every effort to develop a positive working relationship with the family as early as possible. As is true in any relationship, if those involved feel comfortable and relate in a positive manner, the results are more likely to be successful. Another reason for developing rapport and a positive working relationship as soon as possible is that the benefits the child, family, and staff will most likely be maximized when involvement begins early in the child's school career. As the relationship with the school staff strengthens and trust develops, family members who were initially hesitant to work closely with the staff or who have not been aware that it was possible to work with the system may become very willing to participate.

Unfortunately, it is much easier to recognize the importance of creating a good rapport than to actually develop such an atmosphere. Three conditions will facilitate the development of a positive working relationship. First, the staff should continually exhibit feelings of genuine interest and concern in the child and family, which will help to develop trust, the second condition. The family members should trust that the staff will: 1) always strive to do what is best for the child and the family, 2) make all efforts to follow through on expressed needs and concerns, and 3) demonstrate sound professional judgment. Finally, the staff should encourage open channels of communication between the home and school. As trust is developed so will an openness and willingness to express needs and concerns.

UTILIZING A PLANNING GUIDE

Identifying involvement goals with and for parents can be a challenging task. Some teachers prefer to have a written guide from which to plan involement goals. It is important during the goal setting meeting not to sacrifice a sense of personal concern and flexibility for the sake of adhering to a form or questionnaires. If used correctly, a planning guide will provide the teacher with the structure needed to begin the goal setting process while maintaining a warm, open and responsive atmosphere. As the relationship between parents and the teacher grows, there may not be need for the structure of a planning guide. In a successful family involvement program, parents will become comfortable enough to spontaneously share concerns, interests and needs they have with teachers. Developing an open relationship with family members should be a goal for all professionals.

Appendix III-A contains a sample of the Family Involvement Planning Guide used at Colonel Wolfe School, University of Illinois. The goal options included in this guide reflect the type of goals that parents of children at Colonel Wolfe have typically chosen. Parents are always encouraged to add goals if all their interests, needs and concerns are not reflected in the goal options that are listed. The activity options which follow the goal options in the planning guide reflect the services, materials, and expertise available through Colonel Wolfe staff members and in the community. A discussion of guidelines for planning and implementing these involvement activities is included in the following section of this manual. It is possible that this planning guide will have to be adapted since all the goal options may not be appropriate or the list may not be complete when used in other programs. The activity options may also need to be adapted so they reflect the resources available to the program. Hopefully, many programs will find the process useful and successful.

APPENDIX III-A

Family Involvement Planning Guide*

*Adapted from Family Involvement Planning Guide, Jane Bertschi, RAPYHT Project, Champaign, Illinois, 1977.

Family Involvement Planning Guide

Name:_____ Date:_____

Following is a list of goals for involvement in our program. These goals are designed to help parents have a better understanding of our program and their child's special needs and to help parents become aware of ways in which they can help their child learn and grow. The goal options are common interests and concerns expressed by parents we have worked with in the past. Please read all the goal options. Select three goals that you feel reflect your interest and/or concerns. Place 1 in front of the goal you are most interested in, 2 in front of the goal that is of second interest to you, etc. Please add any interests/concerns you have that are not included in the following list:

GOAL OPTIONS:

_____ 1. Increase understanding about my child's special educational needs.

_____ 2. Increase understanding of my child's individual education program.

_____ 3. Increase understanding of the screening, assessment and evaluation process.

_____ 4. Increase knowledge of developmental milestones in early childhood.

_____ 5. Increase ability to teach and expand upon my child's language skills at home.

_____ 6. Increase ability to teach and reinforce my child's self-help skills at home.

_____ 7. Increase ability to teach and reinforce my child's motor skills at home.

_____ 8. Increase ability to teach and reinforce my child's cognitive skills at home.

_____ 9. Increase knowledge of behavior management techniques.

_____ 10. Increase awareness of and provision for my child's basic need (e.g., nutrition, clothing, medical care).

_____ 11. Increase awareness of due process procedures and legal rights of parents whose children need special services.

_____ 12. Increase knowledge of current trends and research in early intervention programs.

Following is a list of activities which will help to meet the above goals. For each of the goals you have selected, choose at least two activities you feel would best help you to meet the goal. Indicate your choice by placing a check in front of the activity. If there is an activity you would like to participate in that is not listed, please add it.

GOAL OPTIONS AND SUGGESTED METHODS/ACTIVITIES

GOAL 1: Increase understanding of child's special educational needs.

SUGGESTED METHODS/ACTIVITIES

_____ a. Receive printed materials describing my child's special educational needs.
_____ b. Consult with the teaching staff concerning my child's special educational needs.
_____ c. Consult with the school psychologist concerning the interpretation and implications of the evaluation results.
_____ d. Meet with other parents whose children have needs similar to those of my child.

GOAL 2: Increase understanding of my child's individual education program.

SUGGESTED METHODS/ACTIVITIES

_____ a. Observe classroom accompanied by teacher.
_____ b. Observe speech therapy session.
_____ c. Observe occupational therapy session.
_____ d. View videotape sample of classroom activities.
_____ e. Attend group meeting where teacher describes classroom philosophy, goals, and activities.
_____ f. Participate in parent group discussion of questions and attitudes about the classroom program.
_____ g. Receive verbal explanation of classroom program from teacher.
_____ h. Receive printed materials describing classroom program.
_____ i. Work with children in classroom, under teacher supervision.
_____ j. Consult with teaching staff concerning my child's individual education plan.

GOAL 3: Increase understanding of the screening, assessment and evaluation process.

SUGGESTED METHODS/ACTIVITIES

_____ a. Attend a group meeting in which the process is described and discussed.
_____ b. Receive printed information from the staff on the screening assessment and evaluation process.
_____ c. Discuss the process in a meeting with a staff member.
_____ d. Participate in a screening round-up.

GOAL 4: Increase knowledge of developmental milestones in early childhood.

SUGGESTED METHODS/ACTIVITIES

_____ a. Read a book or pamphlet which describes stages in the child's development.
_____ b. Read through a developmental checklist and check abilities which your child has developed.
_____ c. Participate in a group discussion with other parents and teachers in which you as a group compile lists of skills you have observed in children of different ages.

GOAL 5: Increase ability to teach and expand upon my child's language skills at home.

SUGGESTED METHODS/ACTIVITIES

_____ a. Receive printed information on language development.
_____ b. Attend a group meeting on language development.
_____ c. Observe specific teaching strategies modeled by staff.
_____ d. Role play specific teaching strategies.
_____ e. Implement language activities in the classroom under the teacher's guidance.
_____ f. Implement at home activity suggestions provided by staff.
_____ g. Develop own teaching activities based on goals determined in parent-staff conference.

GOAL 6: Increase ability to teach and reinforce my child's self-help skills at home.

SUGGESTED METHODS/ACTIVITIES

_____ a. Receive printed information on task analysis as a technique for teaching self-help skills.
_____ b. Attend a group meeting in which task analysis is presented and discussed.
_____ c. Observe teaching strategies modeled by staff.
_____ d. Role play specific teaching strategies with other parents.
_____ e. Implement program at home developed by staff for teaching self-help skills.
_____ f. Develop and implement own program for teaching self-help skills based on goals determined in parent-staff conference.

GOAL 7: Increase ability to teach and reinforce my child's motor skills at home.

SUGGESTED METHODS/ACTIVITIES

_____ a. Receive printed information on motor development.
_____ b. Attend a group meeting in which motor development is discussed.

GOAL 7: Increase ability to teach and reinforce my child's motor skills at home. (Continued)

_____ c. Observe the motor program for my child at school.
_____ d. Implement at home motor activities developed by the school staff.
_____ e. Implement motor activities in the classroom under the teacher's guidance.
_____ f. Develop and implement own teaching activities based on goals developed in parent-staff conference.

GOAL 8: Increase ability to teach and reinforce my child's cognitive skills at home.

SUGGESTED METHODS/ACTIVITIES

_____ a. Observe specific teaching strategies modeled by staff.
_____ b. Role play specific teaching strategies modeled by staff.
_____ c. Utilize materials sent home by staff to teach specific skills.
_____ d. Read written activity suggestions provided by staff.
_____ e. Implement activity suggestions provided by staff.
_____ f. Develop own teaching activities based on goals determined in parent-staff conference.

GOAL 9: Increase knowledge of behavior management techniques.

SUGGESTED METHODS/ACTIVITIES

_____ a. Receive information about alternative behavior management techniques through informal discussion with teacher/staff members.
_____ b. Read book(s) or pamphlet(s) provided by staff member concerning behavior management.
_____ c. Participate in study session on behavior management with teachers or staff member and other parents.
_____ d. View film or videotape which illustrates examples of behavior management techniques.
_____ e. Receive counseling on behavior management techniques by staff or through referral to another agency (e.g., Family Education Association).

GOAL 10: Increase awareness of and provision for my child's basic needs (e.g., nutrition, clothing, medical care).

SUGGESTED METHODS/ACTIVITIES

_____ a. Read book(s) or pamphlet(s) related to child's specific needs.
_____ b. Discuss child's specific needs with teacher or other staff member.
_____ c. Work with school staff to develop and implement a plan for working towards meeting my child's specific needs.
_____ d. Attend group meeting on topic related to specific needs (e.g., nutrition, community health care services, etc.)

GOAL 11: Increase awareness of due process procedures and legal rights of parents whose children need special services.

SUGGESTED METHODS/ACTIVITIES

_____ a. Secure a copy of "Rules and Regulations Governing Administration of Special Education in Illinois."
_____ b. Attend a group meeting where the "Rules and Regulations . . ." for Illinois and provisions of Public Law 94-142 are explained in practical terms.
_____ c. Discuss with teacher or staff member how the "Rules and Regulations . . ." can affect my child's educational program, both while in this program and in the future.
_____ d. Find out who is responsible for administering special education programs in my school district and secure information about same.
_____ e. Read an article about Public Law 94-142.
_____ f. See a film explaining the provisions of Public Law 94-142.
_____ g. Make a file of articles, brochures and clippings pertaining to the rights of you and your child.

GOAL 12: Increase awareness of research in early intervention programs.

SUGGESTED METHODS/ACTIVITIES

_____ a. Become familiar with benefits derived from early intervention through reading materials provided by staff.
_____ b. Learn about advantages of early intervention by attending a meeting where this will be discussed.
_____ c. Find out about specific information available for the program in which child is enrolled.

PLANNING INVOLVEMENT
ACTIVITIES

INTRODUCTION

As was discussed in the previous section of this manual, it is important to establish goals to guide each family member's involvement in the educational program. These goals are usually geared towards: 1) helping the parents to improve parenting skills, and 2) helping family members to become better "teachers" so they can enhance the development of the preschool handicapped child in their family. In order to reach these goals the family members will have to obtain new knowledge and skills.

There are many methods or approaches which may be used to provide information so that knowledge is increased and skills are developed. For instance, a newsletter provides information about the educational program and is one approach that can be used to fulfill the goal "to become more knowledgeable of my child's educational program." There are many other approaches which may be used for providing information whether it be on behavior management, medication or children's books. There are also a variety of approaches which may be used to develop skills. Developing skills usually requires personal contact between the family member and a professional. One of the best ways to develop a skill is to "practice" that skill and to have someone observe and provide feedback. Specific approaches for providing information and for developing skills are discussed in more detail in the following sections. The specific knowledge or skill to be increased/developed will, of course, be determined by the goal areas selected by family members. Although some approaches lend themselves more towards providing information and others towards developing skills, it is difficult to always make a clear distinction. For example, a group meeting can be used simply as a means to provide information but, depending on the content and activities covered can also be used to develop a skill. The important thing to remember when selecting a method for implementing activities to reach involvement goals is that there are a variety of options and many alternative approaches should be utilized.

APPROACHES FOR PROVIDING INFORMATION

Following is a discussion of several approaches which may be effectively used for providing family members with information. These methods can be used if they are appropriate for the goals chosen by each family member. Although these methods are most appropriate for providing information, this does not mean that they cannot be used for skill development. In fact, an approach may be selected to provide a parent with the information she requested but the result may be acquisition of a new skill!

Newsletters

The distribution of newsletters is an easy yet useful way to provide information. They can be an effective way of keeping parents regularly informed of classroom and program activities. Newsletters are generally distributed to

all families who have children in the program and are not limited to only these parents who have chosen as a goal--to increase knowledge of the educational program. The newsletter provides a service to each family in the program as it can facilitate communication between school and home, announce and remind readers of coming events, inform parents of daily happenings to encourage parent/child verbalization, highlight families, introduce new children in the program, etc. However the specific content of the newsletters can be in response to a goal chosen by parents. For instance, if several parents choose as a goal--to become aware of due process procedures and legal rights of parents whose children need special services--a series of articles on this topic may be featured in the newsletter.

A newsletter should take the form most suitable to the staff and situation. In preparing the publication of a newsletter it is necessary to locate the materials, to identify writers, and to distribute it. Once the staff has been identified some decisions need to be made concerning how often the newsletter will go out, which members of the newsletter staff will be responsible for the respective duties, how the newsletters will be distributed, the basic format, and deadlines. Following is a sample of a newsletter. Samples of two other newsletters appear in Appendix IV-A of this section.

Announcements:

No School Monday

Parent Meeting – Tues, Feb 22nd
9:00-10:30 Methodist Church
Rantoul

Topic: Activities to do with children at home.

All the children were involved in role playing fire station, house on fire, rescue, hospital etc.

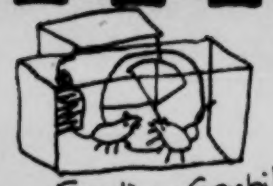
The climber was the center of action all week

This week's menu for Snack was:

Mon - cupcakes + candy hearts
Tues - peaches in jello
Wed - peanut butter + jelly sandwiches
Thurs - Chocolate pudding w/graham crackers
Fri - cinnamon-toast

P.S. Jay's mom ate with us on Monday, we really liked having company

Our New Jobs



Feeding Gerbils

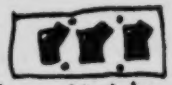
Feeding Birds outside

Straighten Books

take equipment to gym

setting snack tray

Water plants



turn lights on & off

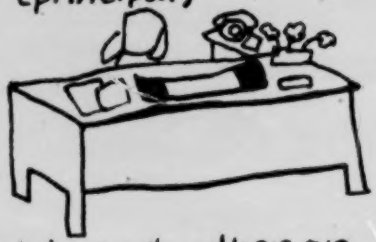
tle pulls out the lunch tables

Mr. Wieme (janitor)

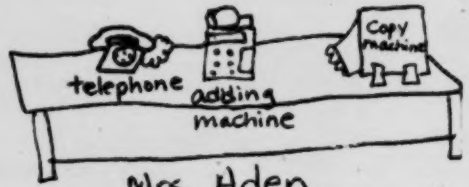
empties trash

We visited people that work in our school & they showed us what they do....

Mr. Murphy's Desk (principal)



We talked to each other on the telephones. Talked into loudspeaker. Saw the vaults + intercom system.



Mrs. Hden (secretary)

She showed us how she worked the copy machine & gave us each a pink paper to take home.

Lending Libraries

In most cases lending libraries are a useful way to convey knowledge helpful in goal achievement. Although a lending library requires careful planning, material organization, and delegation of responsibilities, this initial effort can produce an outstanding effect on the growth of parents and children alike.

There are several advantages to lending materials to families. The borrowed materials can be used repeatedly and at the convenience of the family member(s). Each family member can use the material when he/she has the time or the entire family may be able to use the materials together. The materials in the library may be used in various ways so that individual goals of family members are met. A lending library is an excellent service for those family members who do not feel comfortable coming to school or interacting with other families.

Below are descriptions of three types of lending libraries which, although they are discussed individually, can be easily combined to produce a quality lending library for families.

1. Library of books:
   In the development of a book lending library, the first concern is how and where a staff can locate funds to buy enough books to start lending. If money is not available within the program budget, it may be possible to make arrangements with a local university or public library to borrow a group of books by the month which can then be lent to interested families. Another alternative may be to create public awareness of the need and encourage the donation of books to this purpose.

Next the staff needs to develop a list of books they would like to have available in the library. Three "categories" of books should be included. Some books should provide parents with information on child development, parenthood, and special education. For instance, books on specific handicapping conditions, discipline and the parent/child relationship should be available for parents to borrow. Books which provide suggestions for activities which parents can do with their children to promote their development should also be purchased. Finally, the library should include books written for preschoolers which parents can borrow to read to their child. Appendix IV-B includes bibliographies of books which represent each of these three categories.

After receiving the books, the staff must decide on a lending procedure, a location for displaying and storing books, a schedule when books may be borrowed and must identify volunteers to work in the library. Family members can benefit from a book lending library not only by borrowing but also by volunteering and becoming familiar with books in the field.

2. Library of toys:
   The concerns in developing and running a toy lending library are very similar to those of a book lending library. Families who borrow

educational toys may find it helpful, if not necessary, to have accompanying lessons that may be used as a guide for working at home. Therefore, staff members must prepare lessons to accompany the educational toys. The lessons must be clear, concise, and expressed in behavioral terms. They should include an objective, a list of materials, a sequenced procedure free of educational jargon, and a criterion activity. The first few times a family member borrows educational toys it is desirable that he/she gets some training in how to teach from lesson plans through role playing, observation, and discussion.

A toy lending library is a great resource for family members who have established as a goal--the acquisition of knowledge and skills necessary for teaching my child. When comfortable with these new skills, a family member may want to share at a group meeting, write an article in the newsletter, try the new skill in the classroom or may eventually help train other parents to apply the same technique.

3. Library of cassette tapes:
   A cassette tape lending library is a relatively inexpensive method of communicating information to families. Cassettes can be bought pretaped; however, for the staff and family members to choose topics, to study available resources, to prepare script, and to record the tapes is a valuable learning experience and allows the topics to be geared to the goals of families in their program. The preparation requires careful planning and an organized script but is valuable because families can listen repeatedly to the tapes while doing simple tasks at home and can share this inforamtion with other families. Tapes are also appropriate for group activities. Following is a list of suggested topics for cassette tapes. Appendix IV-C contains a list of sample cassette tape topics, tips for writing a tape script and a form which may be used for evaluating tapes.

Individual Conferences

The individual conference may be used to provide the information necessary to achieve involvement goals set by family members. A conference is a useful method because its privacy and its adaptability to time, location, and content variables. Although it is necessary that the teacher confer with at least one member of the family during the final approval of the child's education plan and in the process of goal setting, the individual conference should be an activity planned any time at which a private meeting will facilitate growth and/or enhance communication.

Typically the individual conference looks deceptively easy to conduct, but remembering some simple rules and practicing a few basic communication skills will maximize its success.

1. Prepare a conference plan including goals, content, time-line, evaluation and remarks for follow-up visit or contact (if appropriate).

2. Be flexible.
3. Use language the family understands.
4. Be positive but honest when you report information or observations of the child.
5. Ask questions which require more than a yes/no answer.
6. Listen carefully without interrupting and show that you are interested.
7. Observe body langauge (tensions, hesitations, etc.).
8. Use your comments to encourage, reassure, and redirect the conversation.
9. Stress the idea that you are working with the parent to ensure the growth of the child.
10. Seek the family's opinion and use their help and information.

Group Meetings

Another method of reaching an individual family goal may be the group meeting. A group meeting includes family members from two or more families which have chosen like activities to reach their respective goals. This activity is desirable because it allows information to be presented to more than one family at a time and lends itself to group interaction.

In considering the schedule, location and climate of the meeting, the following questions may be considered by the staff:

1. How large is the group?
2. Does this activity/topic require a resource person, panel, etc.?
3. Would the group lend itself to small group discussion?
4. Would active participation be desirable?
5. Should this be held during the day, in the evening or on a weekend?
6. How long should the meeting last?
7. Can the group meet some place other than school which would still be convenient to the members?
8. Can the members plan their own meeting?
9. Should the group be divided into smaller groups?
10. If the group is independent, would it be disadvantageous for the staff to attend?
11. Would babysitting ensure better attendance?
12. How should the members be encouraged to attend?
13. What materials should be prepared and who is responsible?
14. If someone other than a staff member is planning the meeting is their staff input?
15. Would it facilitate growth for the group to meet regularly?

The previous and incomplete list of questions clearly indicates the limitless options a staff has when planning group sessions designed to meet the specific needs of its members. Regardless of by whom or how it is designed, the staff must be sure that the plan for the meeting includes general goals for the meeting, a schedule of activities, a list of duties and responsibilities, a list of people to whom those duties have been delegated, and an evaluation strategy to see if the goals of the meeting were met.

APPROACHES FOR DEVELOPING SKILLS

Following is a discussion of several approaches which may be effectively used for developing skills in family members. As with all involvement activities, the method chosen to develop the skills should be the most appropriate for the goal being addressed and the most agreeable to both the staff and family member. Although the focus of these approaches is skill development, obviously information must be given prior to and during the development of a new skill.

Classroom Observation

Observation of classroom activities can be a useful method for achieving a varity of goals. In addition to gaining information about their child in the classroom, family members can also develop and practice the skills of being a good observer of child behavior and development. It is often enlightening and rewarding to parents to see the many skills and abilities their child demonstrates at school. Classroom observation is a useful activity prior to practicing a skill at home or working in the classroom. Watching the teacher implement the new behavior management or toilet training program can be very useful to parents who are going to begin to implement a similar program at home. Watching a teacher utilize skills which are being developed and practiced by a parent can be a good learning experience as well as reassuring for that parent.

Careful planning of classroom observation sessions is mandatory. The staff must carefully choose an appropriate time of day so that the family member sees classroom activities which will satisfy his reasons for observing. When the family member arrives, a person from the staff should greet him and review the reasons for the observation. At this point, it would be advisable for one of the staff members to escort the family member to the place of observation (preferably an observation booth or some other inconspicious location) and, if possible, stay with the visitor so that he may receive an explanation of what is happening and so the staff member can get instant feedback from the observer. If it is not possible for a staff member to stay with the observer, the observer should be supplied with a guide to highlight specific things that should be looked for. After the observation, the staff member and the family member need to have time together to discuss the results. The staff member should be prepared to answer questions the family member may have, should prepare questions to ask the observer, be willing to spend adequate time in discussion, and if appropriate give specific directions on how to implement the skill or technique at home.

Classroom Teaching

Working in the classroom is an excellent method to use for teaching family members a variety of skills. Family members may develop and practice skills in: 1) identifying developmental levels in children, 2) planning learning

activities appropriate for given developmental levels, 3) identifying individual needs of children with a variety of handicapping conditions, 4) behavior management, 5) implementing learning activities, and 6) expanding language of children. Family members can learn very specific skills such as using positive reinforcement techniques, teaching lessons to enhance auditory reception skills and toilet training. The list of skills family members can acquire by working in the classroom is endless. It is probably the best way to learn a skill since it can be practiced with children in a situation where someone is available to discuss and provide feedback while the skill is being developed.

When classroom teaching has been chosen as a method for obtaining a goal, it is important to carefully plan a schedule for introducing the family member to the classroom routine. The family member should be given the opportunity to observe all parts of the day including planning and evaluation. Anyone working in the classoom must know the rules of the room for both adults and children and should learn the behavior management techniques being used with individual children. This is especially important since consistency is vital to their success. Depending on the goal and the role the family member will assume in the classroom it may also be necessary for them to become acquainted with the goals for each child, the process of planning, writing and presenting large and small group lessons and how and why daily information from lessons is recorded. A schedule and manner of acquiring this pertinent information should be agreed upon by the teacher and the family member in specific and clear terms. Basically then, this plan should define days, times, content, procedure and sequence of the training experience.

If this has been done effectively, the family member should be able to move into "hands-on" experiences. Prior to each day of working in the classroom, the teacher and family member should have some time to discuss specific responsibilities of the family member. At the end of the day they should discuss the family member's growth in the skill. Throughout the day the teacher can model skills and may provide the family member with necessary direction and feedback. As the family member develops skills the need for teacher direction and supervision will decrease. Since the purpose of developing skills in the classroom is so they may be used in the home, the teacher and family member should discuss how they can be transferred into that setting. The teacher should encourage the family member to talk about the success and problems encountered once the skills/techniques are used in the home. Working with family members in the classroom takes time and effort but growth in both parents and children can be greatly enhanced by the experience.

Home Teaching

Home teaching is one of the best methods family members may use to facilitate their child's growth in all developmental areas. Family members and the teacher may simultaneously work on developing skills in the child; family members may reinforce skills the child has learned at school, or may work on areas that are not priority needs for the child yet are important to his

overall development. Typically, a periodic visit is made to the home at which time the parent is trained to present lessons to develop and reinforce the desired behavior and to assess and record the child's success.

Following are some guidelines for planning home teaching sessions:

1. Choose objectives that are readily obtainable and pertinent to the child's educational development.
2. Jointly write or thoroughly discuss lesson plans so the family member understands all components and procedures (objective materials, procedure, reinformcement and evaluation).
3. Use materials that are found in the home or be prepared to supply the family member with the materials required for the lesson.
4. Role play, model and observe the lesson being taught and provide constructive feedback.
5. Reinforce the parent.
6. Determine with the parent how progress at home is to be shared with the teacher.
7. Occasionally contact the family member to discuss successes and difficulties encountered during the home teaching process.

The advantages of home teaching are obvious. The family becomes a part of the team working toward the accelerated educational growth of the child. When both the staff and the family have common goals, the child has a more consistent daily experience and greater success. Also, the family sees itself as a key in the child's development.

Appendix IV-D contains tips to parents for presenting activities in the home.

Meetings

Although discussed earlier as a method for providing information, individual and small group meetings can also be used to work on goals involving skill and development. Meetings can be used to develop and practice skills prior to the family member working with the child. Practice in developing learning activities, planning nutritious meals and sign language can occur during small group or individual meetings. Small group meetings are obviously a convenient and efficient method for working with parents who are developing similar skills.

SUPPORT

Whenever a new skill is being learned and practiced, support and reinforcement for efforts is necessary. Staff members should keep in regular contact with family members either by phone or through notes. The purpose is to encourage family members and to discuss and help them to iron out any difficulties they may be having. Oftentimes the best support group for a parent is other parents who are or have been challenged in similar areas. Meetings can be organized for the purpose of providing parents with the support they need. Either a staff member or parent skilled in facilitating this type of meeting should be given responsibility for planning and conducting the meetings.

SELECTING AN INVOLVEMENT METHOD

Oftentimes the method for achieving an involvement goal will be obvious due to the goal itself. If a parent wants to acquire the skills necessary for teaching her child at home, home teaching will obviously be one method used. However, other methods may be used before the parent actually practices the skills at home. A parent might attend a small group meeting in which lesson presentation techniques are discussed, she may observe the teacher implementing lessons in the classroom or may implement lessons in the classroom herself before beginning to teach in the home. Whatever method or series of methods is used, they should be agreeable to both the teacher and family member. When selecting a method(s), time, and place it is important to consider which options may be more convenient for both the family and staff member. If a parent does not have ready access to transportation, meetings in the home may be most feasible unless the school can provide transportation. Another consideration is the social situations in which the family member feels most comfortable. Family members who are outgoing, feel comfortable in social situations, and find support in being with other people may choose to attend group meetings. Family members who prefer to talk personally and privately with their child's teacher may prefer individual conferences and meetings.

SUMMARY

Program staff members who desire to develop an exemplary family involvement program will continually strive to be creative and flexible. Individual goals will be established for involvement and the family member will assume a key role during the goal selection process. The goal options provided family members will primarily relate to increasing their ability to enhance their relationship with and the development of their handicapped child. Family members will also be given a variety of options when selecting a method for

working towards goals including meetings, conferences, observation, teaching, and printed information. When selecting a method, time, and place consideration will be given to convenience and the social situation in which the family member feels the most comfortable. Throughout the child's participation in the program, family members will be provided with the support they need by staff members as well as other parents. A program that is committed to involving family members will put forth the thought, effort and time it takes to provide family members with individualized services based on their own and their child's needs. The results will be beneficial and rewarding for families and staff alike.

ASSISTING THE PROGRAM

Once the family involvement program is well underway, the staff may identify a family member or a family member may volunteer to work in the program. Occasionally a parent may not feel ready to work directly with their child. Assisting the program may be an effective intermediate step for preparing the parent to directly work with their child. Family members may volunteer to work on a regular basis in the classroom, develop learning activities and classroom materials, assume responsibility for the lending library or for publishing a newsletter, plan and assist on field trips, participate on the advisory board, assist in the screening process or may increase public awareness and support of the program by talking at community and service club meetings. Family members with special skills such as art, music or drama can be a valuable asset to a program. Although this type of involvement may not be directly related to achieving a goal, it may build on or utilize a skill the family member developed as a result of an involvement goal. However, by assisting the program the family members will certainly grow and the program will undoubtedly benefit.

APPENDIX IV-A

Sample Newsletters

CLASSROOM
N E W S L E T T E R

February Parent Meeting

During the February 14th meeting we had the opportunity to hear and share ideas on psychological testing and development with psychologists Robert Stoneburner and William Studley. The individuality of both test and child were discussed. Some of the areas assessed in a usual test of psychological abilities are:

1) fine and gross motor coordination;
2) language development (receptive and expressive);
3) cognitive skills;
4) social and emotional development; and
5) school readiness.

The informative discussion with the two psychologists and the classroom teachers, together with Mrs. Janet Wilkinson's great cookies, resulted in a very beneficial meeting.

March Parent Meeting

Dr. Thomas Skaggs, pediatrician, will be our guest speaker at the March 5th meeting. He has agreed to direct his discussion toward physical development of children. Some of the parents have already assisted us in preparing some pertinent questions for him. All parents are urged to mentally list any questions concerning physical development, parent-doctor relationships, responsibilities of the pediatrician or any related areas. At Mr. Mollahan's suggestion, the lecture and discussion will be taped and made available to parents who'll be working that evening.

Another project for March is a weekly discussion group based on the book Parents are Teachers by Wesley Becker. The books are on order and specific dates and times for the meeting will be announced.

We also felt that it would be interesting and relevant to arrange visitations to other agencies, centers or schools dealing with exceptional children. At the March meeting, parents will be asked to sign up for visits to one or more agencies in the community. If you are interested but unable to attend the meeting, please call Robin, Faye and Naomi before Friday, March 9th, to arrange to schedule a visit. (333-4891 or 333-4892)

Speech Schedule

We are all pleased to have a staff of speech therapists back with us on Tuesdays and Thursdays. The schedule below indicated specific times of therapy. Please contact us about coming to observe at the time your child is scheduled.

Speech therapy students from the University of Illinois are again involved with our program. This semester during the sabbatical leave of Ms. Joan Erickson, Ms. Betty Albrecht is the Speech Pathology staff member in charge. Mr. Doug Daley and Ms. Anna Cawley will be assisting Ms. Albrecht as graduate student supervisors. Four clinicians-in-training will be working directly with the children in the PEECH program.

Betty Albrecht--Speech Supervisor

	Anna Cawley, Graduate Supervisor		Doug Daley, Graduate Supervisor	
	Frannie	Lil	Steve	Cheryl
9:15	Tina and Darrel	Becky	Kathy	Lori
9:45	Jolie	Melody	Floyd and Penny	Randy
10:15	Kirt F.	Mark and Nancy	Andra	Barb

Learning with Applesauce

For those of you who have spent some time in the observation booth, you have seen both rooms involved in many speech and language developing activities. For example, the children have been involved in cooking activities. Their experiences in fixing beef stew, fruit salad and applesauce have hidden learning benefits in addition to providing a great snack. What a fun way to teach language arts, mathematics and science by:

1) working together as a team with other children and the teacher;
2) learning to follow and interpret a recipe;
3) finding words that stand for things;
4) following directions in a certain sequence;
5) getting ideas from books;
6) learning about quantity, weight and measure;
7) developing vocabulary;
8) becoming aware of time;
9) observing changes in ingredients;

plus many other benefits, all of which you can keep in mind as you and your child explore and enjoy the fun of making jello, candy, hamburgers, puddings, etc.

Field Trips

Have you ever come in to observe only to find the classroom empty? Or has your little one ever come home singing the jingle about McDonald's being "our kind of place." Why do the teachers make such an effort to plan and include field trips in the curriculum? The visits to Lincoln Square Shopping Center, a grocery store, McDonald's, the Natural History Museum and casual walks, all have specific and direct purposes such as:

1) providing first-hand experiences;
2) stimulating language development;
3) correlating and completing a unit on foods, seasons, shapes, community, etc.;
4) encouraging curiosity and interest in the surroundings; and
5) developing awareness of different visual and auditory stimulation.

These are only a few of the benefits, but as you and your child walk, look and listen, on your own field trips, think of all the other enrichments the experience is providing.

New Faces in PEECH

In Sara's room there are two new boys: Randy Bethel and Kirt Ferris. Randy lives with his parents, sister and brother in Urbana. Kirt and his older brother live with their grandparents in Tuscola.

New teachers are Marilyn Tinkham and Diane Goldman. The new person in the Parent Program is Naomi Law.

Special

We thought you might enjoy this poem by Dorothy Law Holte. It is a meaningful reminder not only for parents and teachers but for all of us involved with children.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with Criticism,
He learns to Condemn.
If a child lives with Hostility,
He learns to Fight.
If a child lives with Ridicule,
He learns to be Shy.
If a child lives with Shame,
He learns to feel Guilty.
If a child lives with Tolerance,
He learns to be Patient.

If a child lives with Encouragement,
He learns Confidence.
If a child lives with Praise,
He learns to Appreciate.
If a child lives with Fairness,
He learns Justice.
If a child lives with Security.
He learns to have Faith.
If a child lives with Approval,
He learns to like Himself.
If a child lives with Acceptance and Friendship,
He learns to find Love in the World.

-Dorothy Law Holte

**NO SCHOOL on Friday, March 23rd.

1-7-76

Dear Parents,

I hope all of you had a pleasant vacation. Thank you so much for the Christmas goodies, they were delicious! The Christmas party was a huge success, the kids (& grownups, too) had such a great time! Thanks to all of you that were involved.

The children came back to school with so many things to talk about! They have talked about what they got for Christmas during language structure & at meeting.

Mark has worked with Sean, Danny, & Mary on 3-D concepts big, small, short & tall (height), & short & long (length). Debbie has worked with Felicia, John, Tom & Don on prepositions in, out, & on using teddy bears, and a cave, a bridge, & a tree made from blocks, Barb wrote down a story dictated by all the children at story-time & Danny illustrated it the next day.

Felicia, John, Don, & Tom have spent good times rocking on a large plastic arch (good for stimulating vestibular receptors in the semi-circular canals of the inner ear to help develop balance). Sean, Mary & Danny have been mostly occupied w/giant tinkertoys this week.

We're having a unit on dental hygiene. Today after the kids brush teeth, they are going to chew up red tablets that stain the food particles that are left in their teeth & gums. So, do not be alarmed if your child's gums are red today.

Parent meetings this month are as follows:

Tues 11th Methodist Church 9:00-10:30 am
Maggie (occupational therapist) will talk with us.

Tues 18th Broadmeadow School 7:00-9:00 pm
Learning activities that can be easily done in the home will be demonstrated.

Tues 25th Methodist Church 9:00-10:30 am
Chris (speech therapist) will talk with us

A calender is attached for your convenience

Rm #46

January 1977

2	3	4	5	6	7	1 8
9	10	11 parent meeting 9:00-10:30am (motor)	12	13	14	15
16	17	18 parent meeting 7:00-9:00pm (learning activities)	19	20	21	22
23	24	25 parent meeting 9:00-10:30am (speech)	26	27	28	29
30	31					

APPENDIX IV-B

Bibliography for Parents and Staff

Learning Through Play

Booklist for Young Children

1. Play and Play Things for the Preschool Child
   (paperback) E. M. Matterson
   Penguin Handbook
   (Excellent suggestions for easy-to-do activities in the home and easy-to-make materials.)

2. The Nursery Years
   (paperback) Susan Isaacs
   Schocken $1.95

3. How to Parent
   Dr. Fitzhugh Dodson
   Signet $1.25
   (In addition to discussing many topics parents are concerned about, Dr. Dodson includes a bibliography of children's books, records, toys, games, which parents would find helpful.)

4. Between Parent and Child
   (paperback) Haim Ginott
   Avon paperback

5. Games for the Very Young
   (hardcover) Elizabeth Matterson
   American Heritage Press
   (This book is filled with rhymes, fingerplays, songs, word games, etc. This is an excellent book to use with preschoolers.)

6. Thinking is Child's Play
   (hardcover) Evelyn Sharp
   Dutton $4.95
   (Many suggestions for easy to make games involving matching shapes, sorting activities, and concept development.)

7. Primer for Parents of Preschoolers
   Edith Neiser
   Parents Magazine Press, New York, New York

8. "For Love of Children"
   Roger McIntyre

9. The Child from Birth to Five
   Frances Ilg and Louise Ames
   Dell Publishing Co.

10. The Child from Five to Ten
    Frances Ilg and Louise Ames
    Dell Publishing Co.

11. Changing Children's Behavior
Krumboltz and Krumboltz

12. "Sesame Street Magazine for the Child"
Subscription cost: $3.50 per year
Publication of Children's Television Workshop

13. Adult Involvement in Child Development
Gerald Paulaff and Gary Wilson
Humanics Press $4.00
Atlanta, Georgia 30309

14. What Every Child Would Like His Parents to Know
(paperback) Dr. Lee Salk $1.50
Paperback Library

15. Your Rights as Parents of a Handicapped Child
(paperback) Co-Ordinating Council for Handicapped Children $.50
407 South Dearborn
Chicago, Illinois 60605 (Copyright 1969)

16. Your Guide to Services for Handicapped Children
(paperback) $1.50
(See #15 for publisher)

17. How to Organize an Effective Parent Group and Move Bureaucracies
(paperback) $1.50
(See #15 for publisher)

18. Teach Your Child to Talk (A parent handbook)
(paperback) By Staff of Developmental Language and Speech Center
Grand Rapids, Michigan
CEBCO/Standard Publishing Company
104 Fifth Avenue
New York, New York 10011

19. Parent Effectiveness Training
(hardcover) Thomas Gordon $9.95
Wyden, New York (copyright 1968)

20. Parents are Teachers
(paperback) Research Press, 1971 $3.95
Champaign, Illinois 61820

21. Children the Challenge
(hardcover) Rudolph Dreikurs $6.95
Family Education Association of Champaign County
905 Westfield
Champaign, Illinois 61820

22. Parents Guide to Child Discipline
(hardcover) Rudolph Dreikurs $3.95
Family Education Association of Champaign County
(see #21 for the address)

23. Supplementary Reading for Parents
Rudolph Dreikurs $2.00
Family Education Association of Champaign County
(see #21 for the address)

24. The Challenge of Parenthood
(hardcover) Rudolph Dreikurs $6.95
Family Education Association of Champaign County
(see #21 for the address)

25. Teach your Baby
(hardcover) Geneveive Painter $6.95
Family Education Association of Champaign County
(see #21 for the address)

26. Infant Education
Geneveive Painter $2.00
Family Education Association of Champaign County
(see #21 for the address)

27. Encouraging Children to Learn
Don Dinkmeyer and Rudolph Dreikurs $7.50
Family Education Association of Champaign County
(see #21 for the address)

28. Raising a Responsible Child
(hardcover) Don Dinkmeyer $6.95
Family Education Association of Champaign County
(see #21 for the address)

29. A Parent's Guide to Children's Reading
(paperback) Nancy Larrick $1.25
Pocketbooks
New York, New York
(304 pages)

30. Common Sense in Child Raising: A Special Education Approach
Edward J. Kelly
Love Publishing Company
Denver, Colorado (copyright 1971)
(131 pages)

31. Living with Children: New Methods for Parents and Teachers
Gerald Patterson and Elizabeth Gullion
Research Press
Champaign, Illinois (copyright 1968)

32. Sibling Rivalry
Everett Ostrovsky
Cornerstone Library
New York, New York (copyright 1970)

33. Liberated Parents/Liberated Children
Adele Faber and Elaine Maglish
Grosset and Dunlap
New York, New York

34. The Magic Years
Selma Fraibug
Charles Scubnet Sons
New York, New York

35. Parents and Teachers
Gary B. Wilson $6.00
Humanics Press
Atlanta, Georgia

36. Parents, Children Discipline: A Positive Approach
Clifford U. Madsen and Charles H. Madsen, Jr.
Kendall/Hunt Publishing Company
Dubuque, Iowa

37. Parents Guide to Child Safety
Vicent Fontana
Thomas F. Crowell Company
New York, New York

38. Parents Learn Through Discussion: Principles and Practices of Parent Group Education
Aline B. Auerbach
John Wiley and Sons
New York, New York

39. Tuning Into Your Child: Awareness Training for Parents
Betty Rowan $5.00
Humanics Press
Atlanta, Georgia

40. Communicating with Parents of Exceptional Children
Roger North $3.95
Love Publishing Compnay
Denver, Colorado

41. The Exceptional Child in the Family
Alan O. Ross
Greene and Stratton
New York, New York

42. The Parents' Encyclopedia
Levine and Seligmann
Cromwell Publishing Company
New York, New York

43. Ways to Help Babies Grow and Learn
Signer and Patterson
World Press
Denver, Colorado

44. What to Tell Your Child About Sex
Child Study Association of America
Meredith Press
New York, New York

45. Suzy Prudden's Creative Fitness for Baby and Child
Suzy Prudden and Jeffrey Sussman
William Morrow and Company, Inc.
New York, New York

46. The Responsive Parent--Meeting the Realities of Parenthood Today
Margaret B. Hoover
Parents Magazine Press
(copyright 1972)

47. Parents, You've Got a Lot to Give
Marie McIntyre, Editor
Ave Maria Press
Notre Dame, Indiana

48. A Parents' Manual: Answers to Questions on Child Development and Child Rearing
Manfred Adler
Charles C. Thomas Publishing Company
Springfield, Illinois

49. The Parent Teacher Partnership
Ray H. Barsch
Council for Exceptional Children
Reston, Virginia

50. When Your Child Is Ill: A Guide to Infectious Diseases in Childhood
Samuel Karelitz
Randon House
New York, New York

LEARNING THROUGH PLAY

1. Cole, Ann; Haas, Carolyn; Bushnell, Faith; and Weinberger, Betty. I Saw a Purple Cow and 100 Other Recipes for Learning. Boston: Little, Brown and Company, 1972. $2.95 This is an excellent collection of "learning recipes" which require only throwaway household items. The book is written in a step-by-step recipe format and is easy and fun to read.

2. Cole, Ann; Haas, Carolyn; Heller, Elizabeth; and Weinberger, Betty. Recipes for Fun. Northfield, Illinois: PAR Project, 1970. $2.00 This is the first of a series of books filled with activities for young children and their parents. Its major emphasis is on basic activities which can be done easily at home. It is attractively written on colored paper and is fun to read. It is divided into 7 sections covering the basics: make believe, music and rhythm, making things, party fun, learning games, and exploring.

3. Cole, Ann; Haas, Carolyn; Heller, Elizabeth; and Weinberger, Betty. More Recipes for Fun. $2.00 For publisher see above. This is a continuation of the first book and offers a wide range of indoor and outdoor activities. These include: back to school, indoor crafts and games, discovery, outdoor crafts and games, and newspaper fun. It is written for children from 3 - 11.

4. Cole, Ann; Haas, Carolyn; Heller, Elizabeth; and Weinberger, Betty. Recipes for Holiday Fun. See above $2.00 This book is filled with ideas for holidays and includes games, crafts, gifts, decorations and food.

5. Cole, Ann; Haas, Carolyn; Heller, Elizabeth; and Weinberger, Betty. Backyard Vacation. See above $2.00 This is the fourth book in the series and deals with turning backyards into "vacation spots." Topics covered include games, crafts, make believe, sand and water play, exploring nature, and special neighborhood events.

6. Pots and Pans Activities for Parent and Child. Available from the Office of the Superintendent of Public Instruction,; Springfield, Illinois. This is a well written booklet written primarily for parents to use at home with their children. It is divided into three major areas: basic concepts, motor activities, and language activities. The majority of the material can be found at home.

7. Let's Play and Learn. Parent Readiness Education Project. ESEA Title III Developer/Demonstrator Project. Redford Union Schools; Detroit, Michigan. $1.50 This is a pamphlet especially prepared for parents. Its primary purpose is to suggest games and activities that develop school readiness skills through play. It has lots of ideas for games, toys, books, things to make, songs to sing, and things to do.

8. Edwards, Brian. Busy Fingers Book of Toys to Make. Chicago, Illinois: Rand McNally Company, 1974. $3.95 This book is written for parents and children to read and work on together. Young children will like the attractive illustrations and parents will appreciate the many items that can be made from common household items.

9. Edwards, Brian. Busy Fingers Book of Games to Make and Play. For publisher see above. $3.95 This is very similar to the book above and is an enjoyable book for both children and parents.

10. Gregg, Elizabeth M., and the staff of the Boston Children's Medical Center. What to Do When There is Nothing to Do. New York: Dell Publishing Company, 1968. $.95 This book is inexpensive and easy to read and contains 601 play ideas for babies, toddlers, and two to six year olds.

11. Gordan, Ira. Baby Learning Through Baby Play: A Parent's Guide for the First Two Years. New York: St. Martins Press, 1970. $3.95 This book is written not as a curriculum for parents, but as a guide with many suggestions for promoting a child's development through play. It is attractively illustrated with many drawings and is easy to read.

12. Gordan, Ira. Child Learning Through Child Play: Learning Activities for Two and Three Year Old. New York: St. Martins Press, 1972. This is similar to the book above and extends the learning activities to include two and three year olds.

13. Hartley, Ruth E., and Goldenson, Robert M. The Complete Book of Children's Play. New York: Thomas Y. Crowell, 1957. $4.95 paper. This book discusses play from infancy through adolescence and covers a wide range of play including toys, creative materials, books, and play for handicapped children. The appendix is particularly helpful because it contains information, household items to save, building play equipment, records, song books, magazines, organizations, and much more.

14. Lorton, Mary Baratta. Work Jobs. Activity-Centered Learning for Early Childhood Education. Menlo Park, California. Addison-Wesley Publishing Company, 1972. $17.95 This book was written for teachers but has many applications in the home. The book is divided into three major areas: the development of language; the development of mathematics; and activity-center learning; why and how. Each lesson is well explained by pictures and concise descriptions of the activity, how to get started, materials, and follow-up.

15. Marzollo, Jean, and Lloyd, Janice. Learning Through Play. New York: Harper and Row, 1972. $2.95 Especially written for parents of preschoolers, this book emphasizes the power of play. The activities in the book are grouped into eleven skill-families which focus on particular sets of skills (senses, language, prereading, understanding relationship, sorting, and classifying, counting and measuring, problem solving, exploring, creativity, self-esteem, physical growth).

16. Matterson, E. M. Play and Playthings for the Preschool Children. New York: Penguin Books, Inc. 1965. $2.75 This is written as a practical guide for mothers and nursery school teachers. The author suggests lots of ideas for amusing young children and making their play creative and constructive. The book is well documented and provides an interesting combination of theory and practical suggestions.

17. Painter, Dr. Genevieve. Teach Your Baby. New York: Simon and Schuster, 1971. $6.95 This is a program of simple daily activities for infants and small children, designed to develop learning abilities to the fullest potential. It can be used with children from infancy through thirty-six months.

18. Sharp, Evelyn. Thinking is Child's Play. New York: Dutton and Co., 1969. $4.95 This book contains many suggestions for easy to make games involving matching shapes, sorting activities, and concept development.

BOOKLIST FOR YOUNG CHILDREN

Andrews, Martin. Farm Animals. Realistic pictures in a large book showing animals in the natural farm settings. Good to prepare children for a farm visit and follow up after.

Balian, Lorna. Humbug Witch. (record story). Nashville, Tennessee: Abingdon Press.

Berenstein, Stan and Jan. Bears in the Night. New York: Random House. Few words, pictures clearly illustrate prepositions and sequence of action.

Berenstein, Stan and Jan. The Bears Picnic. New York: Random House. Good book for sequencing events. Children enjoy the antics of the father bear. Moral: There is no place like home.

Berenstein, Stan and Jan. Inside, Outside, Upside Down. New York: Random House. Well known children's story that has simple pictures.

Clure, Beth, and Rumsey, Helen. Me. New York: Random House. Good book for developing the child's self-awareness.

Cohen, Miriam. Will I Have a Friend? New York: MacMillian Company. Excellent book for making children feel more comfortable upon entering school. Expresses the feelings of a child in an unfamiliar environment and how sharing made him feel more comfortable.

Cook, Bernadine. The Curious Kitten. Eau Claire, Wisconsin: E. M. Hale and Company.

Eastman, P. D. Are You My Mother? New York: Random House. An entertaining book with word and action repetition. Excellent for having children dramatize themselves or with puppets. Child often selects the book for storytime when given a choice.

Eastman, P. D. The Best Nest. Beginner Books, A Division of Random House, Inc.

Freeman, Don. Corduroy. New York: The Viking Press.

Freeman, Don. Dandelion. New York: The Viking Press.

Greet, Cabell W; Monroe, Marion; Schiller, Andrews. My Pictionary. New York: Lathrop. Beautiful color pictures show illustrations in nine areas of our life. people, animals, storybook characters, what we do, things, places, colors, numbers, words that help. Under each picture is the word for it. It will accustom him to seeing printed words on a page along with vivid, clear pictures.

Hazen, Barbara Shook. One Happy Family. Golden Press Book. Racine, Wisconsin: Western Publishing Company, Inc. A story about counting a lonely hedgehog who acquires a family of ten. The pages are heavy cardboard which are easy for children to turn and spiral bound so the book lays flat when opened.

Kraus, Robert. Leo the Late Bloomer. New York: Windmill Books and E. P. Dutton.

Perkins, Al. The Ear Book. New York: Random House. Good book for developing the child's self-awareness.

Perkins, Al. Hand, Hand, Finger, Thumb. New York: Random House. Good book for developing the child's self-awareness.

Rey, H. A. Anybody at Home? Boston: Houghton Mifflin.

Rey, H. A. Feed the Animals. Boston: Houghton Mifflin.

Rey, H. A. See the Circus. Boston: Houghton Mifflin.

Rey, H. A. Where's my Baby? Boston: Houghton Mifflin. The four stories by Rey are exciting books for children to look at. Each page expands to add new people or animals to the previous scene.

Rojankovsky, F. Alphabet of Many Things. This big golden book has vivid, lovely pictures in alphabetical order. Hearing and seeing many items with the same initial sound will reinforce the sounds for the children--bell, boy, balloon, baby.

Salisbury, Kent. Funny Fingers. Children can be a part of this fascinating book. Their fingers become a part of each page and story. Sometimes as a lion's tail, a boy's leg, an elephants's nose, etc.

Scarry, Richard. Best Word Book Ever. New York: Golden.

Scarry, Richard. Great Big School House. New York: Random House.

Scarry, Richard. I am a Bunny.

Scarry, Richard. What Do People Do All Day? New York: Random House. Scarry books seem very busy with so much going on but children seem to love them. Animals are dressed like people doing all the things people do.

Sendak, Maurice. Where the Wild Things Are. New York: Scholastic Services, Harper and Row. Excellent book to illustrate imagination--could be used to motivate creative storytelling or artistic expression.

Seuss, Dr. Green Eggs and Ham. New York: Random House.

Seuss, Dr. Cat in the Hat. New York: Random House.

Seuss, Dr. Hop on Pop. New York: Random House. Rhyming. Dr. Seuss books are illustrated with unusual characters who develop unique experiences for the reader. The books maintain a child's attention if the verses are read with inflection and rhythm.

Sieg, Theo L. The Eye Book. Good book for developing the child's self-awareness.

Smaridge, Norah. Where Did Eveyone Go? A Golden Press Book. Racine, Wisconsin: Western Publishing Company, Inc. Spiral bound book with heavy cardboard pages which makes it easier for the child to turn and book lies flat when opened. Colorful detailed pictures which illustrate the action described in verse.

Soule, Jean Conder. Never Tease a Weasel. New York: Parents Magazine Press.

Walrath, Jane Dewyer. Here is a Place. (colors) Golden Press Book. Racine, Wisconsin: Western Publishing Company, Inc. Spiral bound book with heavy cardboard pages. Each page concerns itself with a different color for the children to point out or label.

Wright, Betty Ren and Wylie, Joanne. Elephant's Birthday. Golden Press Book. Racine, Wisconsin: Western Publishing Company, Inc. (Shapes) A charming story about the presents that an elephant receives for his birthday. Child finds shapes in the pages. The spiral bound book contains heavy cardboard pages for ease in turning.

APPENDIX IV-C

Sample Cassette Tape Topics

Tape Script Writing

CASSETTE TAPE TOPICS

1. Physical Aggression:
   Directed at Parents--Some Causes--Side 1
   Some Procedures for Handling the Aggression--Side 2
2. Attitudes and Feelings of the Parent of the Retarded Child
3. Helping Your Child Acquire Self-Help Skills
4. Discipline
5. Discussing Child's Handicap Freely
6. The Aggressive Child
7. Helping Your Child Develop an Important Image of Himself
8. Helping Child Establish Good Grooming Habits and Good Manners
9. Sleep Problems
10. Tuning in on the Special Child's Needs
11. Developing Friendships
12. When Children are Institutionalized
13. How to Handle the Hardest Part of the Day for Mother
14. Voice Control and Voice Tone
15. A Positive Approach to Discipline--Side 1 and 2
16. Drooling
17. Developing Independence in the Handicapped Child
18. Helping Normal Children Adapt to a Retarded Sibling
19. Creativity and the Handicapped Child
20. Learning to Master Self-Control in Dealing with Your Child
21. The Child Who is Destructive to Himself
22. Nervous Habits: Training for Control
23. Shopping with Your Special Child
24. Proper Allotment of Time--Proper Use of Allotted Time
25. Lying: A Behavior Problem
26. Sex and the Preschool Child
27. Aggression
28. Infant Stimulation
29. Hyperactivity
30. Positive and Negative Reinforcement to Extinguish Behavior

31. Developing Good Eating Habits
32. Development of Motor Skills
33. Bedtime Procedures for a Special Child
34. Sharing
35. Parental Guilt and the Special Child
36. Self-Help Skills
37. Motivation to Learn
38. Fears in Children
39. Developing a Good Self-Concept for a Special Child
40. Sibling Reaction to a Special Child in the Home
41. Sibling Rivalry
42. The Creative Handicapped Child
43. Story Telling
44. Feeding Problems
45. Travel with a Preschool Child
46. Helping Your Child Learn to Speak Correctly
47. Proper Discipline Measures
48. Social Skills
49. Sleeping Problems
50. Learning to Talk
51. Thumbsucking
52. Aggressive Child
53. Hyperactivity
54. Behavior Modification
55. Motivation Achievement
56. Sharing
57. Inferior Feelings
58. The Frightened Child
59. Fear of New Situation
60. Peer Interaction
61. Preschool Eating Behavior
62. Approach to Discipline
63. Punishment

64. Self-Help Skills
65. Development of Motor Skills
66. Separation Anxiety
67. Sleep Problems
68. Social Skills
69. Telling and Obtaining Stories

TAPE SCRIPT WRITING

There are some things that will help tape scripts. There is plenty of room for originality. Below are a few important points to think about when writing a tape script.

The Lead

The beginning of a tape script is called a lead. The lead is sometimes thought the most important part of the tape. It attracts the listeners attention and tells him what the tape is about. To accomplish these aims a lead must have certain attributes. A key word is LEADS.

L ink between lead and tape
E xposition of central idea
A ppeal
D irect connection established between listener and topic
S lant toward a particular audience

Think About:
Conciseness
Lively Detail
Action
Relationship
Intelligence of Reader
Vocabulary Level
Appeal to Youth

Putting the Script Together

It is important to put your information together in such a manner as to best communicate and gain acceptance of NEW IDEAS. The parts of the tape should be arranged in a logical order. IDEAS is the key word.

I ntroduction - The lead should attract and give the listener an idea of what the tape is about and lead into the topic.
D emonstration - Early in the tape you must clearly identify the listener with the topic you are discussing. By demonstrating this listener identification you serve the important interest factor of the tape.
E xpansion - Expand and develop the central idea of the topic.
A pplication - Document statements with practical applications from the lives of the audience.
S ummarization - Concluding statements clinch the ideas of the tape in the minds of the listener and what the topic means to them.

The Ending

The ending of the tape can take two forms, the summarization of the "snapper." The "snapper" is a striking statement that leaves the listener laughing, crying, gasping, or wondering. Both the summarization and the snapper have one responsibility, which is to refer back to the beginning in some distinct way.

ESSTENTIALS OF GOOD COPY FOR TAPE SCRIPTS*

Content

Will the information on the tape script really interest the intended audience?

Does the information answer every reasonable question that listeners ask?

Is the significance of the information explained in terms of the audience?

Is the copy sufficiently pertinent to survive stiff competition for parents attention?

Will the information further the objectives of our program? Is it useful?

Does the information accurately reflect the character and nature of the program it represents?

Are the facts ACCURATE? Are technical terms explained?

Style and Structure

Will the lead catch and hold the busy parent's attention? Is the lead terse, to the point?

Do the facts of the tape support the lead in fact and spirit?

Is it easy to listen to, stripped of superlatives? Good tapes must be clear and concise.

Is the information presented as interestingly as possible with this set of facts? Squeeze all the interest value you can into your tape, but don't exaggerate!

*Use for evaluating the tape scripts that you will have. They will also be useful to you in developing your own parent education tapes.

EVALUATION FOR TAPES

1.	Did the tape accomplish the objectives stated?	YES_____	NO_____
2.	Did the cassette tape hold your interest?	YES_____	NO_____
3.	Did the speaker add to the presentation?	YES_____	NO_____
4.	Did the presentation add to your knowledge concerning the tape discussed?	YES_____	NO_____
5.	Was the presentation geared to a parent audience?	YES_____	NO_____
6.	Was the presentation enjoyable?	YES_____	NO_____
7.	What if any changes would you have made to improve this presentation?	YES_____	NO_____

APPENDIX IV-D

Methods To Be Used In Presenting Lessons

METHODS TO BE USED IN PRESENTING LESSONS

The methods which the parent uses in presenting the lessons will determine not only how much the child will learn, but also how the child feels about himself and how he will come to feel about doing learning activities in general. It is, therefore, of the utmost importance for anyone who works with the child to be aware of the following points.

1. Praise the child often for his efforts as well as his successes.
2. Remove as much auditory and visual stimuli as possible which might distract the child, such as toys, TV set on, other children playing in the same room, etc.
3. Do not take the child away from an activity he is enjoying to do a lesson.
4. Present the lesson when the child is wide awake, in a good frame of mind, and not hungry.
5. Never force a child to do or continue a lesson. The attention span and readiness to do a lesson will vary from child to child and from day to day with the same child. If the lessons are presented in an interesting and enthusiastic way with the child receiving praise and little criticism for his efforts, the child will learn to enjoy doing the learning activities. If lessons are too long, presented in a disinterested way, or marred by too much criticism the child will learn to dislike doing the learning activities.
6. Physical and verbal punishment or criticism inhibits learning. Criticism may not only be that which pertains to child's performance of task, but may also be other comments like "Sit up straight. You didn't listen to me. Now listen," and other such comments stated in a reproving tone of voice. Facial expressions as well as what is said and tone of voice are important in building the child's self-confidence or destroying it.
7. Be flexible in your approach to the child. Adjust the lessons and the methods to fit the child's personality. Some children are passive, some very active, some "warm-up" slowly, others quickly to new situations, and so forth. Remember that you want the child to grow in self-confidence, learn how to learn, and enjoy learning.
8. When beginning the lesson, assemble all the materials.
9. Come to the activity with enthusiasm. If you are interested and eager, the child will sense it. If you sound like you enjoy this time with him the child will more readily enjoy it, too.

EVALUATION

RECORD KEEPING

INTRODUCTION

As is true with all program components, the family involvement component is likely to be more effective if it is carefully planned and evaluated. In order to continually improve the family involvement program feedback must be obtained from parents on the strengths and weaknesses of the activities in which they were involved. The suggestions provided by parents can be used for planning and improving future activities. In addition, the extent and success of the family program can be substantiated by documenting all the activities in which parents were involved and the goals that were achieved as a result of these activities. Following are samples of procedures and forms that can be used for: 1) planning and documenting contacts, and 2) obtaining feedback on the effectiveness and usefulness of the activities in which family members have been involved.

PLANNING AND DOCUMENTING FAMILY INVOLVEMENT ACTIVITIES

Once staff and family members have determined involvement goals, methods, and activities as a result of completing the Family Involving Planning Guide (see section "Establishing Involvement Goals" of this manual), the staff must begin planning and implementing specific activities. Before making specific plans, it is helpful to summarize the activities that have been selected by all family members to determine the potential for small and large group meetings, as a result of family members having similar needs and choosing similar activities. The form on the following page may be used for summarizing the information. If group meetings are possible, tentative dates for the meeting(s) should be determined and individual(s) to be responsible for planning the meeting should be identified.

SUMMARY OF FAMILY INVOLVEMENT PLANS: PARENTS' ACTIVITY SELECTIONS

Parent's Names

GOALS #										
1										
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Individual Involvement Planning/Outcome Form

Once a summary of involvement activities for all families is completed, specific plans for each individual family member must be made. The sample Individual Involvement Planning/Outcome Form on the following page can be used during this process. Each goal selected by the family member is transferred onto this form. Based on the activities selected by family members and the results of summarizing activities selected by all family members, specific plans for meeting the goals are recorded in the activities section of the form. Included should be the specific activity to be engaged in, the dates which the activity is to begin and be completed as well as the staff member to be responsible for the activity. All plans and outcomes resulting from contacts and activities are also noted on this form as well as the date which the goal was achieved. Activities may be added or altered as necessary throughout the process of working towards goals.

By utilizing this or a similar form, the program staff will have documentation of: 1) all goals selected by family members, 2) all activities in which family members were involved while working towards goals, and 3) the goals which were achieved as a result of involvement activities. This information will provide evidence of the extent and success of the involvement program. Documentation of the goals and activities selected by family members will also provide feedback for future revisions of the Family Involvement Planning Guide. Finally, but most importantly, it is a working form for the staff which outlines their responsibilities for involving each family member and provides them with an outline of the direction in which they should be working with each family member.

INDIVIDUAL INVOLVEMENT
PLANNING/OUTCOME FORM

Family Members' Name: _____

Date: _____

Goal/Selected Activities	Date	Plans/Outcomes
Goal:		
Activities: Date completed:		

Date Goal Achieved: _____

Planning Contact Record Form

All contacts made with family members must be carefully planned. However, some contacts and activities are more "critical" to the parent's growth and achievement of a goal than are others. When a major activity or contact is being planned, it is helpful to specify in writing the purpose of the contact/activity and the specific activities that are planned. Immediately following the contact it is also useful to: 1) summarize and evaluate the contact, 2) note any additional needs, concerns and interests the family member may have expressed as a result of the contact, and 3) note any follow-up that should take place as a result of the contact and/or the needs, interests and concerns expressed by the family member. The following form can be used for planning and documenting major contacts.

PLANNING/CONTACT RECORD

Name:_____ Date:_____

Contact Person:_____

Type of Contact: (circle one)

home visit — observation at school

phone visit — parent conference

parent meeting — other:_____

Purpose of Contact

Discussion/Activites Planned

Summary/Evaluation of Contact

Additional Needs, Concerns, Interests

Follow-up

Family Involvement Summary

During the year, numerous contacts will be made with family members. Some of these contacts are planned and initiated by the program staff while others are not. All contacts made between the program staff and family members should be documented. Documentation of contacts provides a profile of the type and extent of involvement each family member had with the program. The following form can be used for this purpose. Since contacts specifically related to involvement goals are recorded in the Individual Involvement Planning/Outcome form, it is not necessary to duplicate this information. However, reference to these contacts should be made in the date and comments column of the Family Involvement Summary form.

FAMILY INVOLVEMENT SUMMARY

Child's Name_____

Further Information:
C - Parent Contact Record
SR - Summary Report
GM - Group Meeting Record
I - Family Interest Form
IEP - Individual Education Plan

Type of Contact:
1. Classroom Observation
2. Parent-Teacher Conference
3. Small Group Meeting
4. Large Group Meeting
5. Parent in Classroom
6. Telephone
7. Letter
8. Verbal
9. Home Visit

Date	Initiator	Family Member(s)	Staff Member(s)	Type of Contact	No. of Min.	Topic	Comments	Further Information

ESTABLISHING EFFECTIVENESS OF FAMILY INVOLVEMENT ACTIVITIES

Evaluation of involvement activities by family members is an important source of feedback for the program staff. The information can be used to determine family members' satisfaction with the involvement program which is one indicator of program success. The information should also provide the staff with direction for making changes which will result in an improved involvement program.

There are several ways in which feedback can be obtained from family members. Following each activity in which they were involved, family members can be asked to provide the staff with specific feedback on that activity. Appendix V-A of this section contains sample questionnaires which can be used for this purpose. As an alternative or in addition to this specific evaluation family members can be asked to provide the program staff with feedback at the end of the year regarding the usefulness of and their satisfaction with the overall involvement program. Appendix V-B contains a sample questionnaire which can be used to obtain this type of information. When selecting an evaluation procedure, the staff must consider what approach will be the most useful and practical to implement.

APPENDIX V-A

Sample Evaluation Forms for
Individual Involvement Activities

Name:_____

Date:_____

Type of Activity:_____

(home visit, group, individual conference, classroom observation, classroom teaching, etc.)

EVALUATION

1. The purpose of the activity for me was to:_____

2. Did the activity meet its purpose for you? (explain) _____

3. How could the activity have been improved?_____

4. For future contacts I would like:_____

5. Additional comments:_____

EVALUATION OF HOME TEACHING

The activity was:	Extremely enjoyable for me to do	Very enjoyable for me to do	Enjoyable for me to do	Unenjoyable for me to do	Very unenjoyable for me to do
	A	B	C	D	E
My child appeared to:	Always enjoyed the activity and participated	Frequently enjoyed the activity and participated	Enjoyed and participated in the activity	Seldom enjoyed and participated in the activity	Never enjoyed and participated in the activity
	A	B	C	D	E
My child found this activity:	Much more difficult than the previous one	More difficult than the previous one	At the same difficulty level as the previous one	Less difficult than the previous one	Much less difficult than the previous one
	A	B	C	D	E
As a result of this activity, I feel my confidence to work with my child is:	Tremendously improved	Greatly Improved	Improved	Minimally improved	Not improved
	A	B	C	D	E
Overall, I think this activity was:	Very useful and enjoyable	Useful and enjoyable	Somewhat useful and enjoyable	Lacking in usefullness and enjoyment	Not useful or enjoyable
	A	B	C	D	E

How could this activity be improved? _____

_____

Comments: _____

_____

_____

_____

APPENDIX V-B

Confidential Parent Questionnaire

Name (optional)_____

Father_____ Mother_____ Other_____

INSTRUCTIONS: Select the best answer, and circle your choice. Omit any item that does not apply to you, or that you would prefer not to answer.

1. How long has your child been enrolled in the program?

   3 months or less ____/ 4-6 mos ____/ 6-9 mos ____/ 1-2 yrs ____/ 2-3 yrs ___

2. Please express your attitude toward the success of the following events: Omit any event in which you did not participate.

	Extremely Successful	Successful	Neutral	Unsuccessful	Extremely Unsuccessful
Meeting with staff member when child was enrolled	A	B	C	D	E
Meeting to discuss goals for child	A	B	C	D	E
Observation of the classroom	A	B	C	D	E
Meeting in your home	A	B	C	D	E
Teaching in the classroom	A	B	C	D	E
Making materials for use in the classroom	A	B	C	D	E
Making materials for use at home	A	B	C	D	E
Conference with school personnel	A	B	C	D	E
Group meetings for parents	A	B	C	D	E
Serving as an Advisory Board member	A	B	C	D	E
Assisting with snack, field trips, parties, etc., for the classroom	A	B	C	D	E
Writing a newsletter about the class	A	B	C	D	E
Other (optional) _____					
_____	A	B	C	D	E

3. Because of this program I have been able to try out ways to help my child on:

	Circle One	
Speech and language.	Yes	No
Social behavior (playing with other children, helping, sharing). .	Yes	No
Self-help (toileting, feeding, dressing)	Yes	No
Fine motor control (drawing, cutting).	Yes	No
Gross motor control (walking, running, balance).	Yes	No

4. How much progress do you feel your child has made in the following areas?

	Very Outstanding Progress	Good Progress	Adequate Progress	Very Limited Progress	No Progress
Speech and language	A	B	C	D	E
Social (playing with other children, helping, sharing, etc.)	A	B	C	D	E
Self-help (toileting, feeding, dressing, etc.)	A	B	C	D	E
Fine motor (drawing, working puzzles, cutting)	A	B	C	D	E
Gross motor (walking, running, balancing, climbing stairs)	A	B	C	D	E

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. I have met with each member of the school staff with whom I felt I needed to talk to about my child's program	A	B	C	D	E
6. When talking with staff members, they tell me things that will help me with my child	A	B	C	D	E
7. When talking with the staff members I feel very comfortable	A	B	C	D	E
8. My contact this year with the program staff has been helpful	A	B	C	D	E
9. I now know a lot more about my child's development	A	B	C	D	E
10. I now know a lot more about how to help my child at home	A	B	C	D	E

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. This program has provided services to meet most of my child's educational needs	A	B	C	D	E
12. I am very pleased with this educational program	A	B	C	D	E
13. I would recommend to my legislator that continued support be provided to pre-school programs like this one	A	B	C	D	E

14. What things do you like best about this program?

15. What would you change about the program?

16. What things have you learned that have helped you the most?